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ABSTRACT

This module on looking at jobs, the second in a series of three volumes of sex-fair career guidance activities, deals with choosing occupations and life roles. Included in the module are four learning activities and four occupational assessments that have been designed to provide explorations into potential careers for students and, at the same time, to make students consciously aware of sex role influences. Topics addressed in the individual activities include determining individual occupational interests, understanding the effect of personal environment on occupational choice, planning a curriculum based on personal interests and occupational goals, identifying the specific rewards of particular work situations, using sex-fair occupational clusters to look at career choice, using work activities and work situations to identify clusters of occupations, identifying levels of aptitudes, and using regional information in making occupational choices. Each activity contains a concept, a description of the activity, an overall goal, a list of needed materials, instructions for conducting the activity, discussion topics, outcome objectives, and suggestions for follow-up and alternative activities. (MN)

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CHOOSING OCCUPATIONS AND LIFE ROLES

MODULE 2

LOOKING AT JOBS

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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*For an explanation of categories, see the Teacher's Handbook, page 7.

INTRODUCTION

To the Instructor: The Teacher's Handbook for Choosing Occupations and Life Roles is an essential adjunct to this module. The handbook provides a solid base of instruction for offering the activities in each of the three modules in this series.

Module 2 can, of course, be taught independently and effectively without previous work in Module 1. You may want to study in advance the format of a typical activity in each module you adopt in order to become familiar with the format, to gauge your time for its presentation and fulfillment, to make any prerequisite preparations, and to determine if there might be any special variations you would like to make that would enhance the overall goal for your particular classes.

This module is entitled Looking at Jobs, and consists of eight activities that provide explorations into potential careers for students. Occupational assets are examined, self-appraisal/assessment techniques are practiced, and values clarification exercises provide students with an opportunity to learn how to employ objectivity and good judgment in their career decisions.

The activities have been designed to make students consciously aware of sex-role influences: the conditioned expectations and biases that could limit their career and employment aspirations. Other "reality factors" are made part of the activities so that students can recognize that career and employment choices are part of a changing spectrum and part of a lifelong process of individual growth.

A number of career decision-making materials are required as resources to be used in teaching Activities 5 through 8 of Module 2. Recommended materials, developed by the Appalachia Educational Laboratory, are described on pages 18-20 and a review of optional assessment instruments can be found beginning on page 20 of the Teacher's Handbook.

If you are an instructor who has taught Module 1, you have already helped your students to recognize and explore their attitudes about sex-role expectations and to understand that biased sex-role perceptions can affect their occupational choices. You are now ready to introduce students to Looking at Jobs.

Module 2 asks students to complete a series of career inventories--self-assessments--and values clarification exercises. The purpose of these activities is to help students look at themselves objectively and analyze their individual strengths and abilities in relation to career planning. The activities are designed to introduce students to an unbiased occupational clustering system that helps them determine their individual occupational preferences with a heightened awareness of the influences of sex-role expectations. The goal is for students to understand that by allowing sex-role expectations to limit their occupational plans, they may well be shortchanging their own individual growth. Specifically, after completing the activities in this module, students should have gained the following:

1. Recognition that the process of career decision making is ongoing and lifelong.

2. Recognition that every individual is suited to more than just one particular job, and will probably change jobs several times during a lifetime.

3. Recognition that the more thoroughly people can match their individual preferences and abilities to a specific work situation, the greater their chances for happiness and success in work.

4. Recognition that there are career information systems available to help people look "scientifically" at real indicators of career choices and preferences in terms of individual abilities, interests, and adaptive skills.

5. Recognition that a person's skills, abilities, and interests are valid indicators of ability to perform work, as well as the simultaneous recognition that sex is generally not an accurate indicator of ability to perform work.

6. Recognition that most occupations are accessible without relocation outside one's home area.

The Teacher's Handbook contains specific material pertinent to the teaching of each module. It is suggested that you review the material for Module 2 before proceeding with the activities.

PART I

OPENINGS: THE BACKGROUND OF CHOICE

Why Would You/ Wouldn't You Want to Be a...?

ACTIVITY 1

Concept

Interest in a particular work situation varies with each individual, and career choice should not be unduly influenced by the sex of the individual.

Description of Activity

Students will explain why they would or would not want to be involved in a number of occupational and personal roles, and will indicate which in a series of job titles are traditionally associated with one sex.

Overall Goal

Students will be able to determine that interest in one or more specific occupations is not limited by sex.

Materials Needed

Copies of the worksheet "Why Would You/Wouldn't You Want to Be a . . .?" (worksheet follows); pencils.

Instructions for Conducting the Activity

Pass out copies of the worksheet and instruct students to fill out both pages. Then lead a short discussion on the reasons why occupations or roles were or were not chosen. Point out that many factors influence career choices; among them is interest in a specific occupation. Also point out that by seeing occupations as traditionally sex-role stereotyped, a student may be limiting her or his individual interest in an occupation or role and in career choice.

If there are changes in occupational characteristics (see the second page of the worksheet), a short discussion on why those characteristics were changed can take place. (This discussion can also be used as a follow-up to the activity.)

Outcome Objectives

Short-term behavioral objectives:

- The student will be able to explain, to the instructor's satisfaction, why his or her interest in pursuing a particular job should not be limited by sex.
- The student will be able to explain, to the instructor's satisfaction, why interest is one indicator of job satisfaction.

Long-term attitudinal objectives:

- When making career decisions, students will not allow their sex to be a limiting determinant.
- Students will recognize that allowing sex to be a determinant of job choice can lessen their chances of choosing satisfying work situations for which they are suited.

Suggestions for Follow-Up/Variations

After doing the initial exercise, students could then label which occupations were chosen out of personal interest and which were rejected because of sex-role bias. They could discuss which characteristics of occupations were changed because an occupation was first seen as sex-role stereotyped or traditional.

WHY WOULD YOU/WOULDN'T YOU WANT TO BE A . . .?*

Why Would You Want to Be a:	Why Wouldn't You Want to Be a:
Lawyer	Lawyer
Secretary	Secretary
Clothes designer	Clothes designer
Doctor	Doctor
Plumber	Plumber
Mechanic	Mechanic
Dancer	Dancer
Stockbroker	Stockbroker
Writer	Writer
Banker	Banker
Sales manager	Sales manager
Homemaker	Homemaker
Travel agent	Travel agent
Accountant	Accountant
Computer programmer	Computer programmer
Teacher	Teacher
Chef	Chef

*Adapted, with permission, from Nelle Tumlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller, "Consider New Options . . . New Roles," in How to Decide--A Guide for Women (New York: College Entrance Examination Board © 1975), p. 94.

Are you satisfied with your reasons? Why or why not? _____

_____

_____

Is there an occupation on the list that you would like to pursue if something about it could be different, that is, if there were some characteristic of the career you could change?

What You'd Like to Be	What You'd Change
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ACTIVITY 2

Concept

Environment, culture and tradition, and family and school experiences affect individuals' career decisions and choices.

Description of Activity

Through values clarification, students will explore the factors that have contributed to their current occupational preferences.

Overall Goal

The students will be able to describe how personal environment and its elements (locale, family, school, etc.) influence an individual's occupational choices.

Materials Needed

Chalkboard and chalk; paper and pencils.

Instructions for Conducting the Activity

This activity is intended to be regional in focus. The student needs to become aware of geographic and cultural influences on career choice. Therefore, draw a diagram on the chalkboard similar to the one in the example that follows. Then tell the students that you are going to explore with them some items that influence their career choices.

In one of the blocks in the diagram write your regional designation (Appalachian, Southern, Midwestern, etc.). Next, ask students to draw a similar diagram on their own paper and to list separately all the items they associate

with the following categories: Geographic Area, Family, Culture, and Jobs. Ask them to share their answers, and you maintain a master list on the board.

Next, lead a discussion on how each of the categories has influenced students' ideas about occupations; ask any of the following questions, or others you may think of.

1. What jobs are especially available in this area?
2. What jobs are unique to this area?
3. What jobs are not available in this area?
4. Would you have to move to begin a career of your choice?
5. How would you feel about moving?
6. What are your ethnic origins?
7. How do your ethnic origins influence the way you feel about yourself--about what you want to do for a living?
8. What are some unique cultural activities in this area, and how do they affect the way you think about yourself and work?
9. What are the occupations of your parents, brothers, and sisters?
10. How much do you know about those occupations, and how has that knowledge influenced your own ideas about work?
11. What did you want to be when you were five years old?
12. What do you want to be now and why?
13. How have your career aspirations changed since you were a child?
14. Where do you see yourself being five years from now? Ten years from now? Twenty years from now?

Close the activity by asking students to fill in their own diagrams with those factors which they think contribute to their own sense of identity and occupational choice.

Example:

Geographic Area			Family		Culture	Jobs
	Appalachia		Irish German		Bluegrass Music	Coal Mining
	Mountains				Buckwheat Festival	Chemical Worker
	Cool					Glass-blower

Outcome Objectives

Short-term behavioral objective:

- The students will be able to identify and list aspects of their personal life and geographic area that affect occupational choice.

Long-term attitudinal objective:

- The students will be able to describe what part their regional and/or ethnic identity has played in their occupational choice.

Suggestions for Follow-Up/Variations

1. Using the words on the chalkboard or the suggested discussion points, have students choose one as a topic to use in writing an essay or in creating an audiovisual project to present to the class.

2. Have students create a collage representing traits unique to the area.

3. Have students create a collage of occupations found within the region.

4. Have students do the activity at home with their families. Prepare copies of the diagram for students to take home and complete, using parents' reactions particularly. Students can then report the following day what their families think it means to be a resident of a particular culture or region.

MELINDA & JIMMY: Curriculum Planning

ACTIVITY 3

Concept

Personal interest in a specific work situation can affect career decisions and choices. Occupational inventories, especially those with separate-sex scores, are not always accurate or valid indicators of vocational preference. Interest inventories measure only interest in an occupation, not one's ability to perform.

Description of Activity

Students will role play one of four responses to a counseling situation, and then have a general discussion on outcomes and problem solving following each role play.

Overall Goal

The student will be able to determine that his or her personal interest in a specific work situation is one important indicator of occupational choice.

Materials Needed

Copies of "Melinda and Jimmy: Curriculum Planning" (role play follows).

Instructions for Conducting the Activity*

1. Divide the class into four groups and hand out a copy of the role play to each group. Tell each group to choose one of the responses (A, B, C, or D) to role play; groups should each select a different response for role playing.

*Adapted from Sexism in Education (Minneapolis: The Emma Willard Task Force on Education, 1971), p. 38.

2. Have each group select a leader for discussion of the role play within the group. Ask each group to decide who in the group will play the roles of the student and the counselor.

3. Have the groups take turns performing the role play, while the rest of the students watch. Limit each role play to five minutes. After each, lead a class discussion focusing on these questions:

   a. How did Melinda react to the counselor's advice, keeping in mind Melinda's interest in a career in science?

   b. What other tests might Melinda take to determine her career interest?

   c. What methods other than taking tests could Melinda use to determine her career interests?

Outcome Objectives

Short-term behavioral objective:

- The student will be able to identify and list several ways to determine interest in a specific work situation.

Long-term attitudinal objectives:

- The student will be able to determine his or her personal interest in a specific work situation.

- The student will be aware of biases in counseling and work situations.

MELINDA AND JIMMY: CURRICULUM PLANNING

Instructions: Read the situation that follows and choose one response (A, B, C, or D) for a role play.

Melinda and Jimmy are just entering high school. They go to different schools that have similar educational programs. They are equally intelligent and both of them are very interested in science.

Jimmy goes to his counselor to plan his program for the coming three years. He has taken the boys' section of a commonly used vocational interest test and has been rated on a scale with the other boys in his class. The counselor notes Jimmy's interest in science and suggests that he take a college preparatory program that includes advanced courses in physics, chemistry, and math.

Melinda goes to her counselor, who looks over Melinda's scores on the vocational interest test. Melinda has, of course, taken the girls' test, which has only a few questions on science and which doesn't have a science rating on the interest scale. Melinda tells her counselor that she enjoyed her ninth grade science class and would like to pursue a career in science. The counselor's response is:

A. Since Melinda's vocational test shows that her main interest is literature, she should concentrate on that and take a general chemistry course just for fun.

B. Melinda should take some general chemistry courses and consider becoming a nurse, but should avoid physics because it's a rough course and not many girls like it.

C. Courses in shorthand, typing, and business machines always come in handy for a girl who needs a job. Science courses wouldn't be very useful.

D. The counselor encourages Melinda's interest in science and suggests a college preparatory program, including advanced courses in chemistry, physics, and math.

CAREER AUCTION

ACTIVITY 4

Concept

Each work situation (job) or career offers its own personal and material rewards. Personal and material rewards are an important indicator of job satisfaction.

Description of Activity

Over a week's time, students will each (a) select several occupations from a list of occupations (compiled by the class) in their particular region; (b) research the selected occupations regarding personal and material rewards of those occupations; and (c) hold an "auction," in which class members bid on the selected occupations.

Overall Goal

The student will be able to define what is meant by personal and material rewards, and will be able to determine the specific rewards of a particular work situation.

Materials Needed

Chalkboard and chalk; paper and pencils; resources such as the Dictionary of Occupational Titles (DOT)* or occupational descriptions, summaries, and briefs (optional, and as available from the school counselor or library); currency such as play money or paper notes to use during the "auction."

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*U.S. Department of Labor, Dictionary of Occupational Titles, 4th ed. (Washington, D.C.: Government Printing Office, 1977) or McKnight Publishing Company, Bloomington, Ill., 61701.

Instructions for Conducting the Activity

This activity is designed to be conducted over a week's time and consists of three parts: Day 1, about a week before the "career auction"; Day 2, the day before the auction; and Day 3, the auction itself.

Day 1: Getting Ready

1. Explain the "career auction" concept to the students, stressing that the preliminary activities they will be doing are in preparation for the auctioning of occupations, which they will do the following week.

2. Have students brainstorm an extensive list of occupations (50 to 60), and list their ideas on the chalkboard. (Note: The DOT may be helpful here.)

3. From that list, have students select occupations that are found in and are typical of their geographic region. (In Appalachia, for example, such occupations might include mining and related technological careers; crafts such as quilting, glassblowing, and woodworking; and various engineering occupations.) If any of these suggested occupations reflect sex-biased titles (such as fireman and policeman), have students change those titles to eliminate sex bias (fire fighter and police officer). The list should now consist of occupations that are found in the students' geographic region, with job titles that are free of sex bias.

   An interesting point can now be stressed to the students: that many occupations found in their region can also be found in other areas of the United States (doctor, lawyer, police officer, bus driver, clerical worker), whereas other occupations are more specific to their region (such as mining and crafts in Appalachia).

4. Make sure that students consider the list of occupations complete or final at this point, and then have each student select at least five occupations that she or he might be interested in pursuing.

5. Point out to students that they will be researching their selected occupations for the personal and material rewards offered by those occupations. List for students some examples of personal and material rewards, writing on the chalkboard such items as the following:

Personal Rewards	Material Rewards
• Recognition for work well done	• Automatic salary increases based on time spent with company
• Advancement/promotion based on merit, work performance	• Cost-of-living raises

Personal Rewards	Material Rewards
• Admiration from others because of performing the work well	• Paid sick leave/paid vacation
• Increase in status and prestige due to the job title	• Paid medical and dental insurance
• Sense of individual responsibility for work	• Pension/retirement plan
• Supervision of others, leadership	• Expense account
	• Bonuses or commissions in addition to salary
	• Chance to purchase stock in the company

Suggest places and persons the students can go to in order to gather the necessary information on their selected occupations. Examples might be libraries, local and state employment agencies, career education or school guidance department (if any), parents (especially those employed), friends who are in business, business people in the community, and school counselors. Students can also use occupational descriptions, summaries, and briefs, if available.

6. Tell the students to complete their research by a certain date (about a week's time is recommended).

Day 2: Getting Set (about a week later)

1. Use this class period to discuss any problems that students have encountered during their research. (Allow as much class time as necessary for this.) If the students have not had any problems or when all questions have been resolved, initiate a class discussion on students' findings--that is, the personal and material rewards of their selected occupations.

2. In the remaining time of the class period, have students decide on a mode of currency (play money, paper notes) to be used during the bidding on the following day, i.e., auction day (and be sure to have that currency in class the next day).

   Also have students set a bidding limit (minimum/maximum) for the occupations that will be up for auction. For instance, all bidding could start at $100 for any occupation, and no bidding should go over $1,000 for any occupation. Or, all bidding on professional occupations such as doctor, teacher, and engineer could start at $250, with a maximum of $3,000.

3. Finally, have students choose at least three occupations from their list to auction on the following day, making note of their selections on the chalkboard.

Day 3: Career Auction Day (the following day)

Before students are in the classroom, make sure the occupations that are to be auctioned are listed clearly on the chalkboard.

1. When the students are in the classroom, distribute the currency to be used and begin the auction by stating the following instructions:

   > Each student will try to sell at public auction his or her selected occupations from the list posted on the board. Each item will go to the highest bidder. This is a once-in-a-lifetime chance to express, on the basis of what you buy, what you'd like to be. Bid on each item based on how important the personal and/or material rewards of the occupation are to you. Think before you buy. No refunds or exchanges will be allowed.

2. Point out that each student will try to "sell" her or his occupations by telling the rest of the class members about the personal and material rewards of those occupations. Then allow a few minutes for each student to read the list on the chalkboard and to write down the occupations each wishes to bid on.

3. Now begin to "auction" the occupations, one at a time, adopting a professional auctioneering manner to create a feeling of realism.

4. When all the students have spent their currency, end the auction. Then lead the students in a discussion of the experience and what each student has learned about herself or himself and others by the occupational purchases made. The discussion can focus on the following points:

   a. What have you learned about the personal and material rewards that occupations can offer?

   b. Are personal and/or material rewards important to you? If so, how?

   c. How did it feel to bid on your occupation? Why did some occupations have a higher minimum and maximum bidding limit? Were those occupations professional versus skilled?

   d. Were you as competitive or aggressive or assertive as you wanted to be when you were bidding on your occupation?

   e. How did you feel bidding against male students? Against female students?

Outcome Objectives

Short-term behavioral objective:

- The student will be able to identify and list the personal and material rewards of specific work situations.

Long-term attitudinal objectives:

- The student will be aware that each work situation or career offers both personal and material rewards.
- When the student begins to make a job choice, he or she will take into account the personal and material rewards offered by the job.

Suggestions for Follow-Up/Variations

1. Students could research regional occupations as a preliminary step prior to brainstorming the list of occupations to be auctioned.
2. Students could research their selected occupations by going out into the community and interviewing employers and other business people. The students could then compile their own interview questionnaire or list the questions they want to ask.
3. A field trip for the entire class could be arranged to allow students to research their selected occupations in a public library, at a federal or state employment agency, or elsewhere in the community.

PART II

OCCUPATIONAL ASSESSMENTS

Preliminary Note: Administering Assessment Activities

As explained in greater detail in the Teacher's Handbook, Activities 5-8 of this module constitute an occupational assessment (student self-assessment) and are intended to be presented sequentially. These four activities and the accompanying worksheet were designed to be used with (and they make reference to) certain of the Career Decision-Making (CDM) materials developed by the Appalachia Educational Laboratory.

The CDM materials are recommended for use with this module; however, as an option for the user, Activities 5-8 can also be adapted for use with another occupational assessment instrument, or the activities can be replaced by some other method of administering an occupational inventory of the teacher's choosing. (For more information on occupational assessment instruments in general, including a review of commonly used instruments, and on the CDM materials in particular, please see "Using Module 2" in the Teacher's Handbook.

For users who do wish to offer Activities 5-8 in their present form, following are the CDM materials that will be required:

- CIS Guide (Activities 5-8)
- Work Activity Checklist (Activity 6 and following)
- Work Situations Checklist (Activity 6 and following)
- Aptitudes Checklist (Activity 6 and following, should you wish to administer an aptitudes instrument)
- Optional filmstrips: Introduction to the Career Information System (Activity 5), Work Activities and Work Situations (Activity 6), and What Are Aptitudes? and Learning about Aptitudes (Activity 7)

In addition to the CDM materials, users may wish to obtain, or have access to, a copy of the Dictionary of Occupational Titles,* which is listed as an optional resource for presenting Activity 4.

"Looking at Jobs," the worksheet that accompanies Activities 5-8, is divided into four parts, each placed with and corresponding to one of the activities. It, too, is designed as a progressive series of exercises for students, and its parts are to be used cumulatively. Therefore, you will need to collect the completed worksheet parts from students at the end of one activity and to hand them out, along with the new worksheet part, at the start of the next activity.

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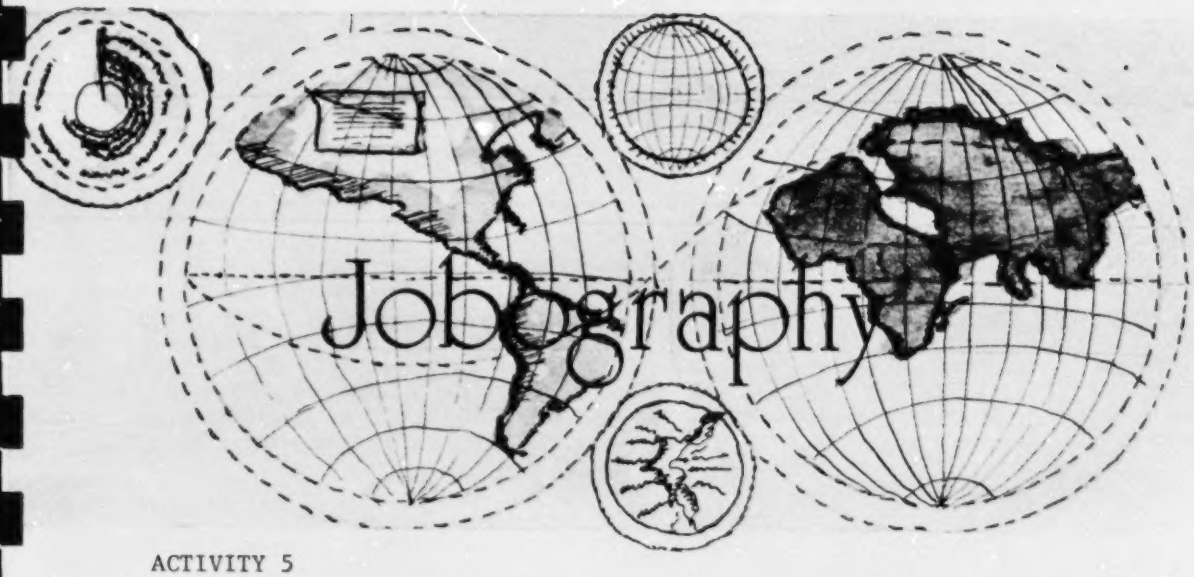
*U.S. Department of Labor, Dictionary of Occupational Titles, 4th ed. (Washington, D.C.: Government Printing Office, 1977) or McKnight Publishing Company, Bloomington, Ill., 61701.



ACTIVITY 5

Concept

Using non-sex-biased occupational clusters to look at career choices.

Description of Activity

"Jobography" is designed to introduce students to the 12 Career Areas and 66 Worker Trait Groups of the Guide for Occupational Exploration, a supplement to the Dictionary of Occupational Titles.*

Overall Goal

The overall goal of this activity is to acquaint students with the World of Work idea and an occupational clustering system that will help them locate broad areas of work that are of interest to them.

Materials Needed

- Career Information System Guide (CIS Guide, developed by Appalachia Educational Laboratory, published by McKnight Publishing Company, 1978); preferably one copy for every one or two students.

*U.S. Department of Labor, Dictionary of Occupational Titles, 4th ed., 1977 and Guide for Occupational Exploration (Washington, D.C.: U.S. Department of Labor, 1978). The Career Decision-Making (CDM) materials and their companion Career Information System (CIS) materials are geared to the Career Areas and Worker Trait Groups set forth in these two publications.

- "Looking at Jobs" worksheet, Part 1 (one copy per student; Part 1 of worksheet follows).

- CIS Introduction to the Career Information System filmstrip; (optional; see Suggestions for Follow-Up/Variations, below).

Instructions for Conducting the Activity

Pass the CIS Guide around the class, or if you have more than one Guide available, divide the class into groups depending upon the number of Guides you have.

Instruct the students to read the information under Part 1, "Jobography," on their "Looking at Jobs" worksheet. This includes a functional description of Jobography and introduces the concepts of Career Areas and Worker Trait Groups.

Make sure that the students place their names on their worksheets. (Remember to collect the worksheets at the end of each activity or class period; these worksheets are cumulative records of information gained in Activities 5-8 of Module 2.)

The students will use the "Worker Trait Group Digest" section of the CIS Guide, beginning on page 24. First, ask students to read the 12 Career Area descriptions. The Career Area descriptions are identified by a two-digit number such as 01, 02, and 03. On the worksheet, the students list several Career Areas of initial interest. (Other Career Areas that interest them can be marked on the worksheet with a small check mark for later examination.)

After the students have identified Career Areas in which they are interested, have them read the brief descriptions of the Worker Trait Groups listed under their chosen Career Areas. The Worker Trait Groups are identified by a four-digit number such as 01.01, 01.02, 01.03, and 01.04. From these brief descriptions, the students select several Worker Trait Groups about which they would like to learn more. The students write the numbers and titles of the Worker Trait Groups in the spaces provided on their worksheets. The Worker Trait Groups they select in this activity will be compared with others that they identify in subsequent Module 2 activities.

Outcome Objectives

- Students will be able to define Worker Trait Group to the satisfaction of the instructor.

- Students will be able to list at least one Career Area and at least one Worker Trait Group in which they have an interest.

- Over an extended period of time, students should be able to determine a Career Area in which they might wish to work.

Suggestions for Follow-Up/Variations

1. Have the class identify typical jobs for each Career Area. Record these on the chalkboard.

2. Lead the students in a discussion of the importance of looking at the World of Work before they enter the work force.

3. Show the filmstrip Introduction to the Career Information System. This audiovisual resource presents the need for organizing information about the World of Work. It also contains information about the 12 Career Areas and 66 Worker Trait Groups. (Note: The showing of the filmstrip will require conducting the activity over two days, rather than in a single class period.)

work activities latitude: and work situations

ACTIVITY 6

Concept

Using Work Activities (interests) and Work Situations (temperaments) to identify clusters of occupations.

Description of Activity

"Latitude" is designed to help students identify their preferences for certain types of Work Activities and Work Situations. These items are also known as interests and temperaments and are directly related to the 66 Worker Trait Groups.

Overall Goal

The overall goal of this activity is to help students compile a personal profile of their characteristics. As they determine their preferences, they can begin to see what types of occupational clusters contain similar characteristics. The goal of this activity is to help students identify Worker Trait Groups for career exploration.

Materials Needed

- Career Information System Guide (CIS Guide, developed by Appalachia Educational Laboratory, published by McKnight Publishing Company, 1978).
- "Looking at Jobs" worksheet, Part 2 (one copy per student; Part 2 of worksheet follows).
- Work Activity Checklist (one checklist per student).
- Work Situations Checklist (one checklist per student).

- CIS filmstrips Work Activities and Work Situations (optional; see Suggestions for Follow-Up/Variations, below).

Instructions for Conducting the Activity

Divide the class into teams of students, depending on the number of CIS Guides available.

Instruct the students to read the information under Part 2, "Latitude," on their worksheets. This information includes a definition of the term latitude as it is used in Jobography. Also included are brief introductions to Work Activities and Work Situations. These are two characteristics of workers on which the Worker Trait Groups are based.

The students will use the sections "Work Activity Descriptions," page 37, and "Work Situations Descriptions," page 42, in the CIS Guide. First have the students read the descriptions for the Work Activities. After they read the descriptions, they will complete the Work Activity Checklist, following the directions given. After the students mark their preferences, they will rank them in order. Included on the Work Activity Checklist is an index to the Worker Trait Groups by the ten Work Activities. Students will identify those Worker Trait Groups that are related to the Work Activities they prefer. They will then read the brief descriptions of these Worker Trait Groups in the CIS Guide (page 24, entitled "Worker Trait Group Digest"). When the students have selected several of the Worker Trait Groups in which they are most interested, they will record these Worker Trait Groups on Part 2 of their "Looking at Jobs" worksheets.

If you have the McKnight filmstrips, show the Work Activities filmstrip before you have the students complete the Checklist. If you do show the filmstrip, the Work Activities section of this exercise will take a full class period. In that case, repeat this exercise the following day, substituting the Work Situations Checklist and filmstrip. If you do not show filmstrips, the two checklists (Work Activity and Work Situations) can be given the same day. The instructions for giving the Work Situations Checklist are exactly the same as those for the Work Activity Checklist.

Outcome Objectives

- Students will be able to state their interests in terms of Work Activities they prefer.
- Students will be able to state their temperaments in terms of the Work Situations they prefer.
- Students will be able to compare the Worker Trait Groups they identify in this activity with those identified and listed in Activity 5.
- Over an extended period of time, students will be able to identify occupations related to their interests and temperaments.

Suggestions for Follow-Up/Variations

1. Introduce the concepts of Work Activities and Work Situations by showing the audiovisuals "Work Activities" and "Work Situations." (These are filmstrips available from McKnight Publishing Company.) The showing of these filmstrips, along with completing the checklists, will take two classroom periods, one for each of the topics.

2. Have the students administer the two checklists to parents or friends and compare their own responses with those of their family and friends.

3. Discuss how and why different Work Activities appeal to different people. Do the same for the Work Situations. You can use hypothetical examples or use class examples if the students are willing to share their results.

Name _____

LOOKING AT JOBS

Part 1

Jobography

There are approximately 20,000 occupations in the World of Work. Finding out which occupations are related to your interests, to what you like, would be almost impossible unless you had some way to look at the occupations in groups. The World of Work can be compared to our physical world. It is made up of many parts, like continents and countries. The continents of the World of Work are called Career Areas, and there are 12 Career Areas. Each Career Area is divided into smaller parts called Worker Trait Groups. There are 66 Worker Trait Groups. The Worker Trait Groups are groups of occupations that usually involve the same interests, abilities, or temperaments.

"Jobography" can help you to locate Career Areas in the World of Work, just as geography helps you in the physical world. The Career Areas you locate will be suited to the things you like to do, the things you do best, and the things that are important to you.

The first step in Jobography is to become familiar with the Career Areas of the World of Work. You can do this by reading the descriptions of the 12 Career Areas in your CIS Guide. The descriptions begin on page 24. Each Career Area is identified by a two-digit number and a short title, listed below:

01	Artistic	07	Business Detail
02	Scientific	08	Persuasive
03	Nature	09	Accommodating
04	Authority	10	Humanitarian
05	Mechanical	11	Social-Business
06	Industrial	12	Physical/Performing

Of these Career Areas, list on the lines below the number and title of the one to four that look most interesting. (You may place a small check mark beside others that might interest you. You may wish to look at them more closely.)

I MOST PREFER THESE CAREER AREAS:

1. _____ _____
   (No.) (Title)
2. _____ _____
   (No.) (Title)
3. _____ _____
   (No.) (Title)
4. _____ _____
   (No.) (Title)

Next, read the brief descriptions of the Worker Trait Groups that are included within the Career Areas you have selected. The Worker Trait Groups are identified by a four-digit number, such as 01.01, 01.02, and 01.03. Of the Worker Trait Groups, which seem to be of most interest to you? Write the numbers and titles of the Worker Trait Groups in the spaces below. You can list as many as eight.

I AM MOST INTERESTED IN THESE WORKER TRAIT GROUPS, IN THE ORDER LISTED:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

Name _____

LOOKING AT JOBS
(continued)

Part 2

Latitude: Work Activities and Work Situations

In geography, latitude means the distance north or south of the equator. It is used to help locate positions on the globe. In Jobography, latitude means the kinds of things you like to do and the kinds of situations in which you like to do them. The Work Activity and Work Situations Checklists are used to help you find those Worker Trait Groups in the World of Work which involve the activities and situations you prefer.

There are ten Work Activities. They are described in your CIS Guide, beginning on page 37. Read through these descriptions; then fill out the Work Activity Checklist. (Follow the instructions on the checklist.) After you rate and rank the Work Activities, enter the number and title of the first three or four Work Activities you think you would most prefer, in the spaces given below.

I MOST PREFER THESE WORK ACTIVITIES:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Now you can find out which Worker Trait groups are related to the Work Activities you have chosen. Use the "Worker Trait Group Digest" section of the CIS Guide, beginning on page 24, to finish this activity. On the back of each Work Activity Checklist are the Worker Trait Group numbers that relate to each of the interest areas. Turn to the back, and on a separate sheet of paper, list each Worker Trait Group number that is listed for your first three or four choices. Look carefully at the numbers and compare the ones that appear more than once. These are Worker Trait Groups that contain more than one of your Work Activities preferences, and may indicate Worker Trait Groups in which you have special interest.

THESE WORKER TRAIT GROUPS INTEREST ME:

	No.	Title
1.	_____	_____
2.	_____	_____

	No.	Title
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

When you have completed the Work Activity Checklist, move on to the Work Situations Checklist. There are also ten Work Situations. These are described in the CIS Guide, beginning on page 42. Read the descriptions and then fill out the Work Situations Checklist. Write the Work Situations, up to three or four, that you most prefer on the lines given below.

I MOST PREFER THESE WORK SITUATIONS:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Follow the same steps you used for the Work Activities and identify Worker Trait Groups for the Work Situations you have chosen. Record the Worker Trait Groups in the spaces below.

THESE WORKER TRAIT GROUPS INTEREST ME:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

	No.	Title
6.	_____	_____
7.	_____	_____
8.	_____	_____

Compare the two listings of Worker Trait Groups. If any Worker Trait Groups appear on both lists, record them below.

THESE WORKER TRAIT GROUPS RELATE TO MY PREFERENCES IN BOTH WORK ACTIVITIES AND WORK SITUATIONS:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Now compare your lists with those Worker Trait Groups you identified in Activity 5 of this module. If any match, list them below.

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

longitude:aptitudes

ACTIVITY 7

Concept

Identifying levels of aptitudes as a means of directing occupational exploration through Worker Trait Groups.

Description of Activity

"Longitude" is designed to help students estimate their aptitudes in terms of their experiences. Aptitude is defined as the quickness and ease with which one can learn knowledge and skills, or more simply stated, the ability to learn. (The aptitude categories, or types used in this activity, can be found, beginning on page 52, in the CIS Guide.)

Overall Goal

The overall goal of this activity is to acquaint students with the concept of aptitude as a personal characteristic that relates to work choice. Students will estimate the level of their aptitudes in 11 areas. This activity will also help them identify Worker Trait Groups related to their aptitude levels and to identify possible problems to overcome, should their aptitude self-estimates not match those of the Worker Trait Groups in which they have indicated interest.

Materials Needed

- Career Information System Guide (CIS Guide, developed by Appalachia Educational Laboratory, published by McKnight Publishing Company, 1978).
- "Looking at Jobs" worksheet, Part 3 (one copy per student; Part 3 of worksheet follows).

- Aptitudes Checklist (one checklist per student).
- CIS filmstrips What are Aptitudes? and Learning about Aptitudes (optional; see Suggestions for Follow-Up/Variations).

Instructions for Conducting the Activity

This activity on aptitudes is one of the most potentially useful, and at the same time one of the most delicate, components of the assessment instrument. The Aptitudes Checklist you will be helping to administer is called a self-estimate, which means that the students themselves judge the levels of their own aptitudes. Needless to say, the results will be only as accurate as the students' self-images and projections of abilities. Therefore, before you give this particular part of the assessment, you need to consider the following guidelines:

1. While the overall administration of the aptitudes component can be conducted as a large-group activity, you need first to understand that sharing of results can be personally threatening to students, especially those who have estimated themselves in the lower scales of the 11 categories. Therefore, instead of sharing results of ratings as a group activity, you might want to schedule five-minute individual appointments with the students to review their responses individually. Second, you need carefully to define the concept of aptitude as one potential measure of success in work, and to explain that comparing one's self-estimate ratings with the aptitude requirements of a specific work situation can help point out areas of possible difficulty that may need to be overcome or otherwise compensated for.

2. This Aptitudes Checklist should be undertaken only after students have completed the Work Activity and Work Situations Checklists and after students have demonstrated a clear understanding of the concept of Worker Trait Groups. Students should also have had the opportunity to explore (in writing, research, or community experience) the validity of their responses to the Work Activity and Work Situations Checklists before they attempt the Aptitudes Checklist.

3. When you do give this part of the assessment, make sure you know your students; students who have an extremely high or low self-concept tend to overestimate or underestimate themselves. When you go over each self-estimate rating with your students in the five-minute individual counseling sessions, maintain confidentiality but make sure your responses to their estimates reflect a realistic view.

4. Students should be aware that their responses to the Aptitudes Checklist are only possible indications of ability to perform work and that motivation is equally important in performing work--that is, when people work in jobs doing what they really

like, they may outperform individuals of superior abilities, and conversely, when people work in jobs they do not like, they often do not perform up to their level of ability.

Now divide the class into teams of students, depending on the number of CIS Guides available, or read the general instructions to the students as a large-group activity, if only one copy of the Guide is available.

Instruct the students to read the information under Part 3, Longitude: Aptitudes, on their "Looking at Jobs" worksheets. This information includes an introduction to the concept of aptitudes.

The students will use the "Work Aptitudes" section of the CIS Guide (section begins on page 52). First, have the students read (or read to them) the detailed description of aptitudes. At this point, initiate a brief class discussion to make sure that the students have a clear understanding of the concept.

After students have read the description, hand out a copy of the Aptitudes Checklist to each student; the checklist gives a brief definition of each of the 11 aptitude categories. When the students have read the definitions, they will then estimate their own levels for each aptitude category, using the full descriptions of the aptitudes as set forth in the CIS Guide.

Each aptitude category has five levels, with level 5 being low and level 1 being high. For each aptitude level, clues are given to help students estimate their aptitudes in terms of their own experiences. These clues relate to experiences that students are likely to have had outside an occupational setting. One helpful clue you might also want to have them keep in mind when they are completing the Aptitudes Checklist is that there are three ways of looking at aptitudes in terms of experience: what you have done in the past, what you are doing presently, and what you project yourself as being able to do in the future.

Ask students to record their estimates on the Aptitudes Checklist as they read the descriptions and clues in the CIS Guide. When they have completed their estimates, they will identify the Worker Trait Groups to which these aptitudes relate. The boxes in the margin of the Aptitudes Checklist are for use with the "Worker Trait Group Index for Aptitudes," which begins on page 64 of the CIS Guide.

Have students record those Worker Trait Groups which relate to their aptitudes on Part 3 of their worksheet and then compare those listings with the Worker Trait Groups identified previously. The Worker Trait Groups listed most frequently indicate occupations in which the students are most likely to find work related to their interests, aptitudes, and temperaments.

Stress to the students that these activities are meant to help them learn more about the kinds of work that exist, rather than to lock them into an occupation. Also stress that their aptitudes and interests are still being shaped and formed.

Outcome Objectives

Short-term behavioral objectives:

- Students will be able to describe, to the satisfaction of the instructor, the concept of aptitudes and how aptitudes relate to occupational choice.

- Students will be able to list at least one Worker Trait Group relating to several of their highest estimated aptitudes.

Long-term attitudinal objective:

- When making occupational choices, students will consider their aptitudes in relation to those required by specific work situations.

Suggestions for Follow-Up/Variations

1. Introduce the concept of aptitudes by showing the filmstrip What Are Aptitudes?

2. Show the filmstrip Learning about Aptitudes to introduce the concept of and procedure for estimating aptitudes.

3. Discuss why people's aptitudes are different. Use a sample from the students' responses, if they are willing to share their self-estimates, and use that information in turn to compare patterns of aptitudes in different individuals.

Name _____

LOOKING AT JOBS
(continued)

Part 3

Longitude: Aptitudes

In Jobography, longitude refers to the kinds of skills and knowledges you have or can learn. Aptitude is the quickness and ease with which you can learn these knowledges and skills. In this activity, you will examine 11 types of aptitudes.

Read the description of "Work Aptitudes" in the CIS Guide, beginning on page 52. Then read the instructions on your Aptitudes Checklist. After you have completed the checklist, record on the lines below those Worker Trait Groups related to your high aptitudes.

THESE WORKER TRAIT GROUPS RELATE TO MY HIGH APTITUDES:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Now compare these Worker Trait Groups with those you identified in Activity 6 of this module. List below which of the Worker Trait Groups match in at least two of the three checklists you've completed (the Work Activity, Work Situations, and Aptitudes Checklists).

THE WORKER TRAIT GROUPS THAT APPEAR AS MATCHES IN AT LEAST TWO OF THE THREE CHECKLISTS ARE:

	No.	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

MAPPING: EXPLORING THE REGION

ACTIVITY 8

Concept

Using regional information in making occupational choices.

Description of Activity

"Mapping" is designed to help students gather regional information that pertains to occupational opportunities. This activity requires students to conduct both primary and secondary research. The level of specificity reached will be determined by the motivation of the students.

Overall Goal

The overall goal of this activity is to acquaint students with the occupational opportunities available within their region or state. This activity will also help students to compare what they have learned about themselves with what they find out about occupational opportunities in the area where they live.

Materials Needed

- Library or resource center facilities.
- "Looking at Jobs" worksheet, Part 4 (one copy per student; Part 4 of worksheet follows).

Instructions for Conducting the Activity

Before the class meets, make arrangements for students to use the library or resource center; check specifically to see what type of regional, state, and occupational information is available.

Although this activity is intended to be initiated in a regular class period, it can continue for several days with outside assignments. Students will complete the activity at different times and should be told to check with you when they have completed their worksheets. You may wish to begin another activity while still working on this one.

Instruct the students to read the information under Part 4, "Mapping," on their worksheets. Included are some suggestions as to where they can locate local, state, and regional information.

Outcome Objectives

- Students will be able to describe the occupational opportunities available to them within their region.
- Students will be able to state whether the opportunities available to them suit their values, interests, temperaments, and aptitudes.
- Students will be able to name avocational (nonoccupational) activities that can help them achieve value satisfaction.
- Over an extended period of time, students will be able to determine whether they will choose to live and work in their region or look elsewhere for job and life satisfaction.

Suggestions for Follow-Up/Variations

1. Contact someone at the local Chamber of Commerce or the State Commerce Department and arrange for a speaker or audiovisual presentation to serve as an introduction to the state or region.
2. Arrange with the State Department of Employment Security to supply the class with information about occupational opportunities.
3. Consider the possibility of conducting field trips to local industries and businesses, as well as having career resource people talk to the students on the basis of individual interest.
4. After the students have completed this activity, conduct a discussion of their findings. Discuss the possibilities of students' locating an occupation within the region that suits their interests, temperaments, and aptitudes.
5. Discuss how students' personal goals and values may be met through avocational activities such as hobbies and civic participation.

Name _____

LOOKING AT JOBS
(continued)

Part 4

Mapping: Exploring the Region

The state or region in which you live offers many occupational opportunities. You just have to know where to look. To test your knowledge of your region, name at least five industries or natural resources within it.

1. _____
2. _____
3. _____
4. _____
5. _____

Compare your list with the lists of other students. Does your list pretty well represent all the possibilities? Probably you overlooked many occupational opportunities. This activity is designed to help you learn more about your region. As you discover the opportunities available, you will be able to determine how your region fits into your career plan, or "map."

There are many sources of information about your state and region. Encyclopedias, reference books, newspapers, magazines, and audiovisual materials contain much valuable information. Other sources of information are local and state telephone directories, government agencies, and local civic organizations. Use the resources in your library or resource center to map your region. Additional information may be obtained by writing to various government agencies and industrial boards or professional councils. (Information and addresses can be found in the telephone directory or in the organizational handbook published by the State Department of Commerce.)

Name of state or region: _____

Approximate population: _____

Natural resources: _____

_____

_____

_____

Major industries: _____

_____

_____

Capital and major population centers: _____

_____

_____

Recreational, leisure, and cultural opportunities: _____

_____

_____

_____

What occupational opportunities exist as a result of the natural resources? (Include their excavation, transportation, refinings, etc.)

_____

_____

_____

What occupational opportunities are a result of the major industries? (Include personal services, business services, and community services.)

_____

_____

_____

What occupational opportunities exist in local, state, and federal governments?

_____

_____

_____

What occupational opportunities exist from recreational and cultural activities?

_____

_____

What types of opportunities exist for employment in general services?

_____

_____

_____

How do the opportunities that exist in the region compare with what you have learned about your interests, temperaments, aptitudes, and values? (Consider the Worker Trait Groups that you identified in Activities 5-7.)

_____

_____

_____

_____

What types of hobbies, leisure activities, and cultural or civic opportunities would help you to be satisfied to live and work in this region?

_____

_____

_____

_____

The activities that you have completed were designed to help you discover more about the World of Work, yourself, and your region. The information that you have obtained will help you as you plan your career and try to map your life. The information should not be considered the final and only answers. You are a creature of change, and you should not be afraid to take an alternate route.